

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Institute of Criminology

CRIM 211

**Introduction to
Criminological Thought**

Course Outline

CRN 8841 : 22 POINTS : Trim 3, 2006

COURSE COORDINATOR: TREVOR BRADLEY

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LECTURES: TUESDAY 10-12 NOON: MY LT101

Institute of Criminology

CRIM 211 – Trimester 3, 2006

Introduction to Criminological Thought

COURSE COORDINATOR: Trevor Bradley
Murphy Building
Level 11, Room 1101
Tel: 463-5432
Email: trevor.bradley@vuw.ac.nz

OFFICE HOURS: 9–10am Monday and Tuesday

If you are unable to utilise the above time for consultation, please phone to arrange an alternative. **Please do not simply turn up unannounced**, as it cannot be guaranteed that the coordinator will be present to deal with any inquiries.

Administration is on Level 9, Murphy Building, Kelburn Parade and is generally open from 9.00am to 4.00pm.

LECTURES: Tuesday 10am–12 noon, MY LT101
Commencing Tuesday 14 November

TUTORIALS: There are weekly one-hour tutorials also held on Wednesday 12-1pm (x 3) & 1-2pm (x 1)
Commencing week beginning 21 November.

COURSE TUTORS: To be confirmed in first lecture

*In order to meet course requirements, **you must attend at least seven out of nine tutorials.** If you have a reasonable excuse for non-attendance, please advise your tutor either **before** the relevant tutorial or as soon as possible thereafter. Health related absences will be excused provided there is a **medical certificate** to document the illness.*

The Tutorial questions (used in conjunction with the Course text) cover issues and questions that will aid discussions during tutorials and students are expected to prepare for these discussions before tutorials. Please ensure that you bring these questions to each tutorial (they are attached to the back of this course outline). It is important for students to keep up with the

reading material on a **weekly** basis as the course text and the tutorial questions are often used as the basis for **examination questions!**

NOTICEBOARD

There is a noticeboard on level 11 of Murphy. Please check this regularly for updated information on the course.

BLACKBOARD

In addition to the noticeboard on level 11 there is the Blackboard website which contains very useful course information including: lecture outlines, skeletal lecture notes, quotes and overheads used during lectures, tutorial questions, past exams, essay topics and course announcements. The address for blackboard is: <http://blackboard.scs.vuw.ac.nz>. In order to access blackboard students need to obtain a username and password from the SCS helpdesk in either the Rankin Brown or Murphy buildings.

COURSE DETAILS

CRIM 211 is designed to introduce students to the subject of criminology, tracing some of the major themes that arise within this discipline. The course begins with an overview of crime and the development of criminology before introducing the major schools of thought and theoretical perspectives making up criminology. The course then moves on to consider the two main avenues by which the public obtain information about crime - the media and official statistics. The image of criminals presented in these sources - in particular, the criminal as a young, lower class, ethnic minority male - are then questioned through an examination of bias and discrimination in the criminal justice system. This examination extends to the processes that produce our definitions of crime and the broader social and political context within which crime occurs. The relationship between Gender and Age and crime are critically examined before the course concludes with an assessment of what we think we know about crime and the implications of this knowledge for the development of social and crime prevention policy.

COURSE OBJECTIVES

By the end of CRIM 211 students should be able to:

1. Demonstrate a sound understanding of the key criminological schools of thought, theoretical perspectives and concepts.
2. Demonstrate a familiarity with and an understanding of the key 'social dimensions' of crime (age, gender, class & ethnicity), and official and unofficial representations of crime.

TEACHING PROGRAMME

	Week Commencing	Wednesday 10am – 11.50am
1	14 November	Introduction: Defining Crime & Criminology AND Deterrence and Rational Choice Theories of Criminal Behaviour
2	21 November	Individual Positivist Theories of Criminal Behaviour AND Sociological Positivist Theories of Criminal Behaviour
3	28 November	Radical Theories of Criminal Behaviour AND Realist Theories of Criminal Behaviour (<i>see note below</i>)
4	5 December	IN CLASS TEST
5	12 December	Measuring Crime: Official and Unofficial Statistics on Crime
6	19 December	The Representation of Crime in the Media

Christmas Break 21 December – 7 January 2007

	Week Commencing	Wednesday 10am – 11.50am
7	9 January	The Criminal Justice System (CJS) and its Biases: Ethnicity and Class
8	16 January	Gender and Crime
9	23 January	Age and Crime
10	30 January	Preventing Crime and Summary

COURSE MATERIALS

The essential readings for this course are contained in the textbook '*An Introduction to Criminological Thought*' (Walters and Bradley 2005), which is available from Vic Books on campus.

Essential weekly readings from the course text, along with any supplementary reading materials, are listed alongside the corresponding tutorial questions, located at the back of this outline. Students can freely access the supplementary reading material via Blackboard (see above for URL etc). The supplementary reading material might also prove useful for the essays. You **must** try to read and be familiar with the relevant course materials/text in advance of the lectures and tutorials in which it will be discussed. Unless you are advised otherwise, the topics will be dealt with in the order shown in the Teaching Programme. In general, tutorials will cover the content of the previous week's lectures and discuss material contained in the course text.

COURSE ASSESSMENT

This course will be assessed by a combination of the average mark from an in-class test (worth 20% of your final grade), an essay (worth 40% of your final grade), and a two-hour final examination (worth 40% of your final grade). Students wishing to make aegrotat applications should consult the full aegrotat regulations, which are printed in the Examination Statute of the Calendar.

In-Class Test

The in-class test is worth **20%** of your final grade. It will be conducted on **Tuesday 5th December 2006** and will be **45 minutes in length**. This test is designed so that students can demonstrate their understanding of the criminological theories and concepts introduced during the first three weeks of the course. **Remember to be punctual.**

Please note:

- This test is a mandatory part of the course assessment and unless it is completed students will not be able to pass this course.

Some tips for in class test:

1. Answer all parts of the question and don't re-interpret the question to suit what you know or can remember, that is, **FOCUS** on what the question is asking you to do.
2. Make sure you have included **ALL** the key features or relevant points of the theories, concepts or issues the question is asking you about.
3. Don't waste time with lengthy introductions – get straight to the point!

The Essay

You will be required to write one essay during the course, of **not more than 2000 words in length**. Material in excess of this limit will simply **not** be marked. You **must** provide a word total on the cover sheet for the assignment. This assignment is worth **40%** of your final grade. The topics for the assignment are included in this handout.

The due date for this assignment is Monday 18th December 2005, 4 pm.

When written work is marked, four major areas will be considered: the content of the paper; its structure, approach and argument; the way in which source material has been used; and style and presentation.

First, your essay must be relevant to and answer the question set.

Second, you should show that you have thought about the topic and reached your own conclusions on it. It is therefore important that the paper presents a logically developed flow of argument which appears to follow an analysis of the topic, and that this argument can be supported by the accurate presentation of supporting evidence.

Third, you should accurately acknowledge the sources used, and should choose representative evidence.

Fourth, it is expected that your essay will:

1. flow coherently;
2. be succinct;
3. be legible and well set out;
4. be of reasonable length (no more than 2000 words); and
5. show a good knowledge of grammar, correct spelling and correct usage of terms.

Please note:

- It is most important that you **do not** exceed the word limit. Students are advised that failure to keep to the word limit set for the assignment can result in examiners refusing to read that part of the assignment in excess of the word limit.
- Students are advised that tutors and other Institute staff members are not allowed to comment or provide feedback on **draft** assignments. It is possible, however, for students to discuss assignments in general terms.
- Essays must be submitted on the due date by **4pm**. (Please note that the administration office is open from 9am - 4.00pm Monday to Friday only). The assignment should be placed in the essay box on level 9 of the Murphy building. Students who have received an extension should ensure that the assignment is placed in the essay box on the extended due date.

The Exam

The exam for CRIM 211A will be two hours long and is worth **40%** of the final mark.

In completing the exam students are expected to demonstrate a sound understanding of the various conceptualisations of crime; the major criminological theories & concepts and their social and political context; the principal 'social dimensions' of crime (age, gender, class & ethnicity) and the range of issues associated with each; a familiarity with both official and unofficial 'representations' of crime and related issues introduced during the duration of this course.

MANDATORY COURSE REQUIREMENTS

The minimum course requirements are:

- ❖ Submit your essay no later than 4pm, Tuesday 19 December 2006
- ❖ Attend the in class test on Tuesday 5th December
- ❖ Attend at least 7 out of 9 tutorials
- ❖ Attend a two hour exam

EXTENSIONS

The assignment must be handed in by the due date. You are expected to keep to this deadline, as otherwise it is unfair to other students. Extensions will be granted only in exceptional circumstances, and should be sought from the course coordinator prior to the deadline. An example of an exceptional circumstance would be illness supported by a letter from a medical practitioner. Please note that lack of organisation, other work demands and word-processing failures are **not** "acceptable reasons". Late submission of work without an extension will be penalised by the following deductions:

- **One grade** = period up to and including 24 hours past due date.
- **Two grades** = period from 24 hours up to and including 72 hours past due date.
- **Work that is handed in later than 72 hours without permission WILL NOT BE ACCEPTED.**

WORKLOAD

Taking into account class attendance, reading for tutorials, preparation for assignments and so on, students should spend around 12 hours per week working for CRIM 211.

E-MAIL POLICY

Due to the large volume of e-mail communication received by course coordinators we ask CRIM 211 students to confine their e-mail communications with staff to matters that cannot be resolved in lectures, tutorials or office hours, or for matters that may not be appropriately raised and dealt with in lectures or tutorials. E-mail communications are acceptable in emergency or other exceptional circumstances. Essays **cannot** be submitted as e-mail text or attachment.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at: www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/staffconduct

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at: www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building: telephone: 463-6070 email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty

delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

OTHER CONTACT INFORMATION

Head of School:	Assoc. Prof Jenny Neale, MY1013 Tel: 463 5827 E-m: Jenny.Neale@vuw.ac.nz
Liaison person for Maori and Pacific students:	Assoc. Prof Jeff Sissons, MY1017 Tel: 463 6131 E-m: Jeff.Sissons@vuw.ac.nz
Liaison person for international students:	Prof Mike Hill Tel: 463 6741 E-m: Mike.Hill@vuw.ac.nz
School Manager:	Carol Hogan MY918 Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Adam Meers and Catherine Urlich, MY921, Tel: 463 5317, 463 5258, 463 5677 E-m: sacs@vuw.ac.nz

ESSAY TOPICS

Maximum word length: 2000 words.

Due date: Monday 18th December 2006, 4pm.

This assignment is worth **40%** of your final grade.

Choose **ONE** of the following topics:

1. Compare and contrast 'classicism' and 'individual positivism'.
 - Outline the major features of each of these 'schools of thought'
 - Critically discuss the major contributions of each school of thought to popular understandings of crime
 - Critically discuss the extent to which, if any, each continues to inform and influence criminal justice practice today.

2. Compare and contrast 'right realism' or 'administrative criminology' **and** 'Labelling theory'.
 - Outline the major features of each theory
 - Critically discuss the major contributions of each theory to popular understandings of crime
 - Critically discuss the extent to which, if any, each continues to inform and influence criminal justice practice today.

3. Are police crime statistics a reliable or accurate 'measure' of crime? If not what alternative 'measures' of crime are available? Your answer should contain a critical discussion of:
 - The processes through which police crime statistics are collected
 - The inherent limitations of those processes including an analysis of both those offences and offenders included **and** not included in the police statistics
 - The advantages and disadvantages of alternative measures of crime.

TUTORIAL QUESTIONS

The following tutorial questions are to assist you in preparing for class discussion and to understand some of the key themes arising from the weekly readings. You are encouraged to generate further questions and bring them to tutorial groups.

The 1st three tutorials (November 21st & 28th and December 5th) will follow the topics presented in lectures. The 4th tutorial (December 12th) will be dedicated to the essay, which is due the following Monday (18th). This tutorial can be used to clarify the expectations and objectives of the essay and to answer any specific questions students may have.

The remaining tutorials will follow the lectures beginning with measuring Crime - official and unofficial statistics on crime (Tuesday 19th December).

TUTORIAL 1: Tuesday 21 November 2006

Defining Crime & Criminology

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 1, pages 1-13.

Supplementary Reading: Box, S (1983) *Power, Crime and Mystification*, pages 1-4 (ISBN: 0422764108).

- Q1.** What typical images do people have of crime and criminals? What sources of information produce these images?
- Q2.** Do these typical images accurately reflect the nature of the crime problem? What does Box mean when he says that they are “in fact an illusion, a trick to deflect our attention away from other, even more serious crimes and victimizing behaviour, which objectively cause the vast bulk of avoidable death, injury and deprivation?”. If there is an illusion or a trick, who or what is producing the illusion?
- Q3.** What is meant by the ‘social construction’ of crime?

Classicism: Deterrence and Rational Choice Theories of Criminal Behaviour

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 4, pages 50-58.

Supplementary Reading: Walklate, S. (1998) *Understanding Criminology*, pages 17-18 (ISBN: 0335193617).

Pratt, J. (1992) *Punishment in a Perfect Society*, pages 123-130 (ISBN: 0864732392).

- Q4.** What is “Classicism”? Outline its major features.
- Q5.** What impact did it have on criminal justice and do any of its principles continue to exert an influence?

TUTORIAL 2: Tuesday 28 November 2006

Individual Positivism

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 5, pages 59-72.

Supplementary Reading: Bohm, R.M. (2001) *A Primer on Crime and Delinquency Theory*, Chapter 3, pages 21-25 (ISBN: 0534541585).

- Q1.** Why were positivists more interested in the family background of criminals than the crimes they had committed? Why were such matters irrelevant to the classicists?
- Q2.** What impact, and why, did positivism have on the criminal justice system and our understanding of criminal behaviour towards the end of the 19th century?
- Q3.** Positivists have often sought to identify ways in which criminals are different from normal people. What are some of the differences they have “observed”? How do you think criminals differ from normal people?

Sociological Positivism

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 5, pages 72-86.

Supplementary Reading: Huff, R.C. (2000) ‘Historical Explanations of Crime: From Demons to Politics’ in Crutchfield, R. et al (eds.) (ISBN: 0761986790) *Crime Readings*.

- Q4.** What are the core features of sociological positivism?
- Q5.** What features do individual and sociological positivism share and what differentiates them?

TUTORIAL 3: Tuesday 5 November 2006

Critical (Radical) Criminological Perspectives

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 6, pages 87-112.

Supplementary Reading: Walklate, S. (1998) *Understanding Criminology*, Chap 2, pages 26-32 (ISBN: 0335193617).

- Q1.** What is the essence of Critical Criminology?
- Q2.** What is so radical about Radical Criminology? What contributions has it made to our understandings of crime?
- Q3.** What are the central tenets of labelling theory and Marxist and feminist Criminologies?
- Q4.** Identify and outline more recently developed critical criminological perspectives.

Realist Theories of Criminal Behaviour

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 6, pages 114-128.

Supplementary Reading: Currie, E. & Wilson, J.Q. 'The Politics of Crime: The American Experience', in Stenson, K. and Cowell, D. (1991) *The Politics of Crime Control*, Chap 2, pages 47-54 (ISBN: 0803983425).

- Q5.** Describe the essence of left and right realism.
- Q6.** What are some of the criticisms pitched at left and right realist arguments?

TUTORIAL 4: Tuesday 12 December 2006

Essay Preparation.

This tutorial provides students with an opportunity to discuss and prepare for the essay. (**Due Date: Monday 18th December, 4pm**).

TUTORIAL 5: Tuesday 19 December 2006

Official Statistics

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 2, pages 14-37.

Supplementary Reading: Soothill, K., Peelo, M. and Taylor, C. (2002) *Making Sense of Criminology*, Chap 2, pages 25-35 (ISBN: 0745628753).

- Q1.** What factors influence crime rates and trends?
- Q2.** Are all attempts to measure crime problematic? If so, why?
- Q3.** Why are certain offences not reported to official agencies? Give examples.
- Q4.** What advantages do victim surveys have and what limitations?
- Q5.** Official crime statistics tell us more about enforcement practices and biases within the legal system than they do the nature and extent of offending in society! What do you think and why?

TUTORIAL 6: Tuesday 9 January 2007

Crime and the Media

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 3, pages 38-49.

Supplementary Reading: Weatherburn, D. (2004) *Law and order in Australia*, Chap 1, pages 1-3 (ISBN: 1862875324).

- Q1.** How does the media influence your perceptions of crime, criminals and criminal behaviour? Who is more likely to be affected by media representations of crime?
- Q2.** Are media presentations of 'crime waves' an accurate reflection of crime in our society?
- Q3.** If in fact the media present a distorted picture of crime in our society should they be regulated? If so, how?

- Q4. What do criminologists mean when they describe the relationship between police and media as 'symbiotic'?

TUTORIAL 6: Tuesday 16 January 2007

The Criminal Justice System and its Biases: Ethnicity and Class

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chap 9 pages 146-160 & Chapter 8, pages 129-134.

Supplementary Reading: 1. Broadhurst, R. (2002) 'Crime and Indigenous People', in Graycar, A. and Grabosky, P. (2002) *The Cambridge Handbook of Australian Criminology*, Chap 12, pages 259-261 (ISBN: 0521818451).

White, R. and Habibis, D. (2005) *Crime and Society*, Chap 9, pages 196-197.

Newbold, G. (2000) *Crime in New Zealand*, Chap 9, pages 251-257 (ISBN: 0864693486).

Fenton, S. (2003) *Ethnicity*, Introduction, pages 1-8 (ISBN : 0745622879).

Day, G. (2001) *Class*, Introduction, pages 2-6 (ISBN: 0415182239)

- Q1. What do you understand as bias in the Criminal Justice System? Which areas of the Criminal Justice System do you think exhibit the greatest bias and why?
- Q2. Moana Jackson and others have alleged that the Criminal Justice process operates in a way that is "institutionally racist". Do you agree? If so, how is racism manifested?
- Q3. Fergusson, Harwood and Lynskey (1993) state "It is a well known that children and young people of Maori and Pacific Island descent in New Zealand have higher rates of officially recorded offences than children of European (pakeha) descent". How we might explain this?
- Q4. Is it correct to say that the crimes of the least powerful in our society are made more visible by state apparatus than those crimes committed by powerful groups?

TUTORIAL 8: Tuesday 23 January 2007

Gender and Crime

Essential Readings: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chap 9 pages 160-166.

Supplementary Reading: Walklate, S. (1998) *Understanding Criminology*, chap 5, pages 71-78 (ISBN: 0335193617).

Connell, R.W. (2002) *Gender*, chap 1, pages 1-10 (ISBN : 0745627161).

- Q1. Which types of offences do women seem less likely to commit than men? Are there any types of offences that they are **more** likely to commit?
- Q2. Do you agree with the suggestion that “one reason for the apparent sex differences in criminal behaviour is that men and women have different opportunities to commit crime”? What evidence is there to support this suggestion? What other explanation for these differences might be given?
- Q3. What explanations may be given for the fact that "there are more women involved in the criminal justice system than there were 20 or so years ago" (Morris, 1988)?
- Q4. Feminist criminologists have described traditional criminological theory as ‘malestream’. What do they mean?

TUTORIAL 9: Tuesday 30 January 2007

Age and Crime

Essential Readings: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chap 9, pages 166-173.

Supplementary Reading: Soothill, K., Peelo, M. and Taylor, C. (2002) *Making Sense of Criminology*, Chap 2, pages 79-81 (ISBN: 0745628753).

Fattah, E. and Saccho, V. (1989) ‘Crime and Victimization of the Elderly’, pages 12-33 (ISBN: 038796973X).

- Q1. According to statistics which age groups are reportedly committing the largest percentage of crime? What types of crimes are they committing?

- Q2.** Is 'age' a biological factor that causes crime? If not, what else could possibly explain 'peak' offending between the ages of 16-21 years?
- Q3.** Do you think, as Fattah and Sacco (1989) suggest, that crime dissipates with advancing age? What arguments can you provide to dispute this claim?
- Q4.** What types of crimes do the elderly commit in our society? Are the elderly perhaps offending at a greater rate than we are aware of? If so, why? Why is elderly offending difficult to interpret?

Preventing Crime

Essential Readings: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chap 12, pages 179-182.

Supplementary readings: Australian Institute of Criminology (2003) *Understanding Situational Crime Prevention*, AIC Crime Reduction Matters, 17 June No3 (ISSN 1448-1383).

- Q5.** What is the difference between situational and social crime prevention?